

FLUENCY

progress monitoring

860L Fluency Name: _____ Date: _____

Soda

Soda Pop. Coke. Whatever you call it, these fizzy drinks are popular with people all over the world. People are always saying that soda is bad, but is that really true? How could something so delicious be bad for you?

The average amount of sugar in a can of soda is 36 grams. *that is* 9.75 teaspoons of sugar! Sugar triggers your body to create a hormone called insulin. When small amounts of sugar are eaten, the insulin easily takes care of it, and no harm is done; however, if a ton of sugar is ingested into the body on a normal basis, your body can become *mm* ~~immune~~ to it and may stop producing enough insulin to process the extra sugar.

Sugar is a great source of energy. When runners are running long races, they often eat or drink sugar along the way to keep their muscles going. When we eat a lot of sugar and can't use it as energy right away, it is stored in our body as fat. *stop*

x Soda contains not only sugar but also contains acid. When people drink a lot of soda, these acids *eat* away at their tooth enamel, causing them to get cavities. Cavities have to be repaired in order to save the tooth, and this process can be painful and expensive.

Soda can be a great treat once in a while; however, when ingested in large quantities, it can have some seriously negative effects on your health.

FLUENCY SCORE				
	Total Words	Errors	Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1 st Read	99	7	92	92%
2 nd Read				
3 rd Read				

COMPREHENSION SCORE	
3 / 4 =	75 %

FLUENCY COMPONENTS

- ☐ Rate
- ☒ Accuracy
- ☐ Punctuation
- ☐ Expression



4th & 5th
Grade





OL

Fluency

Name: _____ Date: _____

Soccer Tryouts

Joaquin had never been very good at soccer, but he tried out for the team anyway. All of his friends were trying to, and he did not ~~want~~^w to be left out.

Joaquin tried his hardest during tryouts and made the team. He found out later that everyone who tried out made the team, but he was still proud of himself ~~anyway~~^w.

During practice, Joaquin would run his hardest during warm-ups. He ~~always~~^s did his best to make his passes sharp and accurate. He would listen to the coach and made sure to keep his eyes on the chest of the person he was defending so he wouldn't get around him.

Joaquin would go home after practice and fall down on to his bed completely exhausted, but proud of how hard he had ~~on~~^{o o} the field.

On the day of the first game of the season, ~~Joaquin~~^R sat at the kitchen table eating his cereal. He was so nervous! Joaquin's mom looked at him and smiled, "Joaquin don't look so worried," she said, "you've been practicing hard every day, you're going to do fine."

During the game, Joaquin missed three shots, and let the boy he was defending get past him twice. He felt horrible and ~~his~~^h head as he approached the sideline, knowing that his teammates were going to be mad at him. However, when he got there, he felt people patting his back. He looked up and saw his coach and his teammates smiling and hearing him saying, "Great game!"

He stared ~~at~~^{at} them in surprise, and then his face broke into a smile. It had been a great game! He had made six passes and ~~stopped~~^{stopped} his man from scoring three times. Maybe he wasn't the worst player on the team after all.

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FLUENCY SCORE

	Total Words	- Errors	= Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1st Read	83	4	79	95
2nd Read				
3rd Read				

COMPREHENSION SCORE

1 / 4 = 25 %

FLUENCY COMPONENTS

- ☒ Rate
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- ☒ Punctuation
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1st Read	99	7	92	92%
2nd Read				
3rd Read				

COMPREHENSION SCORE

$$3 / 4 = 75\%$$

FLUENCY COMPONENTS

- ☒ Rate
- ☒ Accuracy
- ☒ Punctuation
- ☒ Expression



- What is soda?
Pop or coke
- Why is soda bad for you?
Because it contains a lot of sugar.
- What happens if someone consumes too much sugar?
It can cause cavities.
- What can soda do to your teeth?
Soda wears away tooth enamel.



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ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



What is Reading Fluency?

Reading fluency is the ability to read easily and accurately.

Fluency is composed of three key elements:

- Accuracy
- Rate / speed
- Expression

Why is Fluency Important?

Research shows fluency is directly related to comprehension. For students to become proficient readers, they must be able to read fluently so they can pay attention to text meaning.

How to Teach Fluency

Some students, many who are avid readers by choice, learn fluency on their own. Other students need explicit teaching to become fluent. If your student's fluency is not improving, these are the methods you can integrate into your teaching:

1. **Model Fluent Reading:** Regularly do read alouds, teacher-assisted reading, and listening centers where students follow along with a copy of the text while listening to a recording.
2. **Repeated Reading:** Give students opportunities to read the same text over and over. When students engage in repeated readings, their rate increases. Students can read aloud to themselves, to a partner who times them, or even record their reading and listen back.
3. **Progress Monitoring:** Regularly assess students and work together to come up with goals. If a student's rate is low for a passage, set a Words Per Minute (WPM) goal and have students practice rereading the text and timing themselves. Then, reassess the student to see if their rate has improved. Progress monitoring helps students become accountable and motivates them.

How to Measure Fluency:

1. Select a passage on your student's independent reading level. This should be a text they have never seen.
2. Tell the student that you will be checking their fluency by listening to them read aloud and timing them. Afterwards, they will answer a few questions.
3. Give students a copy of the student passage. Fold the paper so they do not see the questions.
4. Tell students to start at the title when they are ready.
5. Follow along with your recording sheet. Start the timer once the student gets to the first word in the passage, not including the title.
6. Mark student errors, reversals, and substitutions as shown below.
 - *If the student substitutes or mispronounces a word, put a line through the word and write the word the student said above it.*
 - *If the student does not correctly say the word within 3 seconds, say the word for the student and circle the word to mark it as incorrect.*
 - *Self-corrections and repetitions are not marked as errors.*
7. At 1 minute, put a bracket after the last word the student read. Note: Student should continue to read the passage until they have finished.
8. Check off fluency components you observed.
9. Ask students the comprehension questions. You can have the students answer the questions orally, or have students write the answers. It is important to note that the main point is to assess their fluency and comprehension, so if writing answers will impede the students score, they should be asked and answered orally.
10. Calculate the WPM, Accuracy, and Comprehension scores.
11. Use the provided chart to determine whether to adjust the student's independent reading level.

How to Mark Mistakes

Errors (E)

- Student substitutes one word for another
- Omits a word
- Inserts a word
- Is told a word
- Mispronounces a word
- Proper nouns are only counted as 1 error. Other words are counted as an error each time.

Self-Correction (SC) – When a student realizes his or her mistake and corrects it. This is not marked as an error.

Repetition (R) – When a student repeats a word, phrase, or line. This is not marked as an error.

How Often to Monitor Progress of Fluency

I recommend monitoring progress of fluency **once per month**. For students who are below grade-level expectations, I recommend a fluency check more frequently. Once students are reading well above grade level with superior fluency, this can be assessed less frequently because their levels will not change as frequently.

How to Use This Resource Beyond Progress Monitoring

For students who struggle with fluency, I recommend you give them a hard copy of the passage you assessed them with. Have the student practice reading the passage silently, out loud to themselves, out loud to peers and family, and even record themselves reading. Have students time 3 readings to see if their fluency improves. At the next fluency progress monitoring check, have the student share their progress with you.

*For assessment and progress monitoring purposes, I always recommend a new text the student has not seen, so it is an accurate reflection of fluency.

Recommended Oral Reading Rates

End of Grade	Lexile Measure	Guided Reading Level	Oral Reading Rate (WPM)
1	425L-550L	J-K	75-100
2	550L-700L	L-M-N	90-120
3	650L-800L	N-O-P	100-140
4	800L-950L	Q-R-S	120-160
5	950L-1100L	T-U-V	140-180
6	1100L-1250L	W-X-Y	160-200

Recommended Accuracy Percentages

Easy Text	Instructional Text	Challenge Instructional Text	Hard Text
96-100%	93-95%	90-92%	Below 90%
Perfect for independent reading	Perfect for instruction with some support.	Student may require more support.	Text is too hard.

*Note: These charts are to be used as a guide to help you make informed decisions and monitor progress. I have compiled this recommendation based on research from Fountas & Pinnell and Common Core State Standards. These are presented in ranges because many variables go into a text's level. Teachers should monitor progress within a range, rather than setting an arbitrary level that varies based on many factors.

Please note that the Lexile measures in this chart vary from the Common Core Text Complexity band. This is partially due to the fact that the above chart is an end-of-the-year target.

Passages Included

PASSAGE	LEXILE LEVEL	GENRE
Seeking Adventure	720L	Fiction
The Red-Breasted Nuthatch	750L	Nonfiction
The Mother & the Wolf	760L	Fiction
Soccer Tryouts	770L	Fiction
Maya and the Pool	790L	Fiction
Exercise	800L	Nonfiction
Erosion	810L	Nonfiction
The Astrologer	830L	Fiction
The Tongue	840L	Nonfiction
The Food Festival	850L	Fiction
Soda	860L	Nonfiction
The Hike	870L	Fiction
Catching Waves	900L	Fiction
Shiba Inus	930L	Nonfiction
Hercules & the Wagoner	940L	Fiction
The Anasazi	970L	Nonfiction
The Rocket Launch	980L	Fiction
Knights	990L	Nonfiction
Revolutionary Riders	1000L	Nonfiction
Ernest Shackleton	1010L	Nonfiction



Soccer Tryouts

Joaquin had never been very good at soccer, but he tried out for the team anyway. All of his friends were trying out, and he did not want to be left out.	22 32
Joaquin tried his hardest during tryouts and made the team. He found out later that everyone who tried out made the team, but he was still proud of himself anyway.	51 62
During practice, Joaquin would run his hardest during warm-ups. He always did his best to make his passes sharp and accurate. He would listen to the coach and made sure to keep his eyes on the chest of the person he was defending so they wouldn't get around him.	81 106 111
Joaquin would go home after practice and fall down on to his bed completely exhausted, but proud of how hard he had tried on the field.	132 137
On the day of the first game of the season, Joaquin sat at the kitchen table eating his cereal. He was so nervous!	160
Joaquin's mom looked at him and smiled, "Joaquin don't look so worried," she said, "you've been practicing hard every day. You're going to do fine."	178 185
During the game, Joaquin missed three shots, and let the boy he was defending get past him twice. He felt horrible and hung his head as he approached the sideline, knowing that his teammates were going to be mad at him.	205 226
However, when he got there, he felt people patting his back. He looked up and saw his coach and his teammates smiling and heard them saying, "Great game!"	247 254
He stared at them in surprise, and then his face broke into a smile. It had been a great game! He had made six awesome passes and had stopped his man from scoring three times. Maybe he wasn't the worst player on the team after all!	278 299 230

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Questions

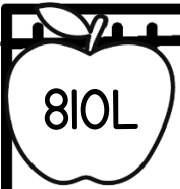
1. Why did Joaquin decide to try out for soccer?

2. What did Joaquin do during practice?

3. What happened during Joaquin's first game?

4. How did Joaquin's teammates feel?





Erosion

When people arrive in Colorado for the first time they are struck by the majesty and sheer size of the Rocky Mountains. They might think to themselves that those giant hunks of rock must have been there forever; however, they are wrong. The Rocky Mountains are only about forty million years old. In fact, they have been formed and erased from the surface of the earth three times over the course of four and a half billion years.

It is hard to imagine such giant geological formations being worn down to nothing, but it slowly happens every day. Mountains are worn to nothing through processes called erosion and weathering.

Erosion occurs when wind, water, gravity, and ice wear rocks down. As the rocks wear down, they are turned into smaller and smaller rocks. They are eventually blown away. Over millions of years, even the tallest mountain can be worn down into sand!

Don't worry though. New mountains are constantly forming. Mountains form through plate tectonics. The earth's crust is made up of a series of plates. When these plates crash together, they cause mountains to rise from the crash site.

Right now, two plates are crashing together in South Asia. These plates are currently forming the highest mountain range in the world, the Himalayas. This is where Mount Everest is located. Eventually, through erosion, even the sky-high Himalayas will be reduced to sand.

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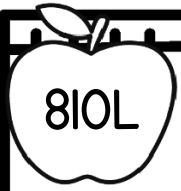
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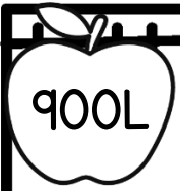
1. How old are the Rocky Mountains?

2. What is erosion?

3. How do new mountains form?

4. What are the highest mountain range in the world?





Catching Waves

Julia stood with her feet in the water looking out at the crashing blue waves. A salty spray stuck to her lips. Her 23
tight, black wet suit was beginning to get hot, and she yearned to jump into the water. Grinning, she turned around and 45
called "Mom, hurry! I want to get in before the tide goes out." 58

The tide wouldn't go out for another hour and a half and both Julia and her mom knew it, but it was a joke they 83
had between them. Her mom called back laughing, "I'm coming! Hold your horses Poseidon!" 97

When her mom reached the water's edge, Julia jumped onto her surfboard, and she and her mother paddled out 116
into the waves. 119

They had to paddle out for a while to get to the good waves and to avoid being tossed onto the shore like 142
flopping fish when they wiped out. When they reached the right spot, they waved to the other surfers and sat on their 164
boards to wait for an epic ride. 171

As they waited, Julia looked around. She listened to the joyous screaming of the kids playing in the sand on the 192
beach and saw the sunlight twinkling on her mom's beautiful, long black hair. 205

Julia's mom was a strong woman who had been surfing for most of her life. She had taught Julia everything she 226
knew about catching waves. The two of them would spend hours each week in the ocean while her dad sat on the shore 249
watching and waving. 252

Soon Julia spotted an awesome wave in the distance. She started paddling and as she popped up on her board 272
and caught the wave, she felt her heart lift in exhilaration and heard her mom cheering right behind her. 291

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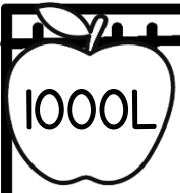
1. How does Julia feel at the beach? How do you know?

2. What is Julie doing at the beach?

3. Describe Julia's mother.

4. What happens at the end?





Revolutionary Riders

Most people have heard of Paul Revere and the important role he played in the Revolutionary War. When they hear his name, the popular saying, "The British are coming!" comes to mind. School children learn of his dangerous ride warning the American soldiers that they needed to get ready for an impending battle with their enemies.

Most people, however, have never heard of Sybil Ludington. When Sybil was only 16 years old, she too took a wild ride on April 17th, 1777. That night a messenger had come to her house to tell her father that the British were planning a surprise attack on a valuable weapons cache 15 miles from her house. Sybil's father was an important member of the militia. He worked closely with General Washington. Sybil's father got right to work organizing the militia to defend the weapons, but was in need of someone who could rouse the militia members who lived far from their home.

Knowing that the loss of these weapons would be devastating for the American army, Sybil jumped on her horse. She rode for 40 miles around the surrounding countryside. She woke up the militia members and called on them to protect the weapons.

Without her act of heroism and bravery, the American army surely would have lost this important battle!

Both Paul Revere and Sybil Ludington were heroes of the Revolutionary War and should be remembered as such. In fact, the town where Sybil Ludington was born was changed from being named Fredrickberg to Ludingtonville. Paul Revere's house still stands and is often visited by tourists who are following the freedom train in Boston.

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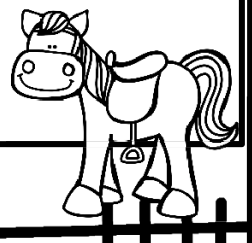
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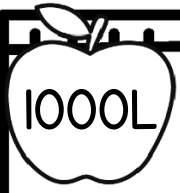
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Knowing that the loss of these weapons would be devastating for the American army, Sybil jumped on her horse. She rode for 40 miles around the surrounding countryside. She woke up the militia members and called on them to protect the weapons.

Without her act of heroism and bravery, the American army surely would have lost this important battle!

Both Paul Revere and Sybil Ludington were heroes of the Revolutionary War and should be remembered as such. In fact, the town where Sybil Ludington was born was changed from being named Fredrickberg to Ludingtonville. Paul Revere's house still stands and is often visited by tourists who are following the freedom train in Boston.

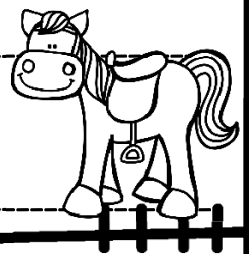
Questions

1. Who is the well-known Revolutionary War rider?

2. What did Sybil Ludington do?

3. Why was this important?

4. How are Sybil Ludington and Paul Revere remembered?



Student Passages are Digital

790L

Fluency

Name: _____ Date: _____

Maya and the Pool



Many children enjoy going to the pool. They like jumping into the cool, refreshing water and blowing bubbles and playing Marco Polo all day long. Children are always talking about how much fun they have at the pool and about how they can't wait to go back. But not Maya.

Maya hated going to the pool. The chlorine stung her eyes and caused her beautiful black hair to become brittle and tangled. She didn't like to get water up her nose or in her ears, and she detested being wet.

Unfortunately, for Maya, her entire family loved going to the pool. Nearly every day during the summer, her *tio* would pack up a cooler, tell the kids to grab their towels and would lead them down the street to the neighborhood pool.

Maya always hung back, dragging her feet and wishing she could be almost anywhere else. She had tried telling her *abuela* that she hated the pool, but she had just looked at her sympathetically and told her that it was good for her to go and spend time with her cousins.

At the pool, Maya would sit on her lawn chair and would play Uno with her cousin Maria until her cousin got too hot and ran to jump in the pool. Then Maya would watch her dolphin dive and splash around until she too got too hot and was forced to jump in.

Now Maria was gone and so was her *tio*. No one packed a cooler or went to the pool anymore. No one played Uno or dolphin dived in the water. No one called back Polo when Maya yelled Marco.

They had moved away, and now Maya wished every day for one last visit to the pool.

Questions

1. How did Maya feel about the pool at the beginning of the story?

2. Why did Maya feel this way?

3. What did Maya do at the pool?

4. Why did Maya wish for the pool at the end of the story?





Student Passages

750L

Fluency

Name: _____ Date: _____

The Red-Breasted Nuthatch

4:01

The Red-Breasted Nuthatch is an adorable and unique little bird. Red-Breasted Nuthatches can be found all across America. They prefer to live close to conifer trees. Conifer trees are evergreens and are cone-bearing plants. In the eastern part of the United States, they migrate south in the fall to reach warmer weather.

You will know that a Red-Breasted Nuthatch is near because you will hear the males singing a high pitched, tinny song. They are often perched in plain sight and are not very afraid of humans. Sometimes they will come right up to humans to check them out and say hello!

Red-Breasted Nuthatches are small birds. The males have black backs and white heads with a black cap and a white stripe across their eyes and reddish-brown chests. Female Red-Breasted Nuthatches are a dull grey and brown with white heads and a grey stripe over their eyes.

These little birds are unique because they sometimes eat upside down! When they see a bug that looks delicious, they will grab on to a branch or cone and move upside down towards the bug while holding on tightly. Other times they will chase bugs down and catch them in mid-air! If a Nuthatch catches a bug but decides that it is not very hungry, it will hide the bug in a small hole in the bark of a tree.

Females lay 5-6 white spotted eggs. The eggs incubate for 12 days before the baby birds hatch. During this time, the male brings food to the female. After they hatch, the baby birds leave the nest within three weeks!

Next time you find yourself in a coniferous forest, keep your eyes peeled for the friendly and interesting Red-Breasted Nuthatch!

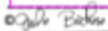
Questions

1. Where do Red-Breasted Nuthatch birds live?

2. What do Red-Breasted Nuthatch birds look like?

3. How are they different?

4. How many eggs do female Red-Breasted Nuthatches lay?





Each student passage has a stopwatch timer for students to time their reading and improve their fluency.

Passages are editable so students may highlight text evidence to support comprehension. After reading, students type their answers in the text boxes.

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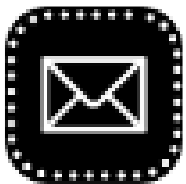
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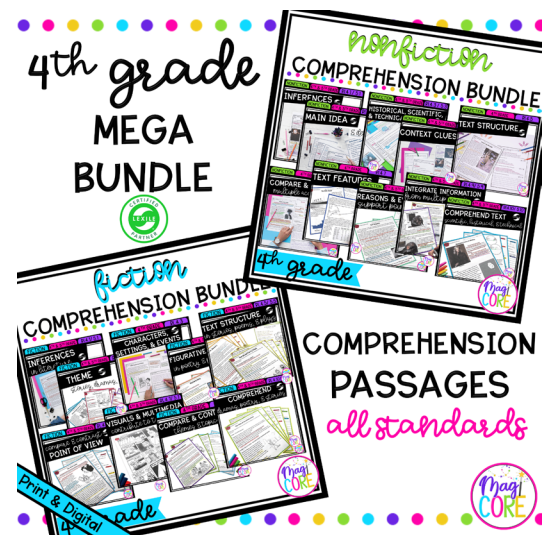
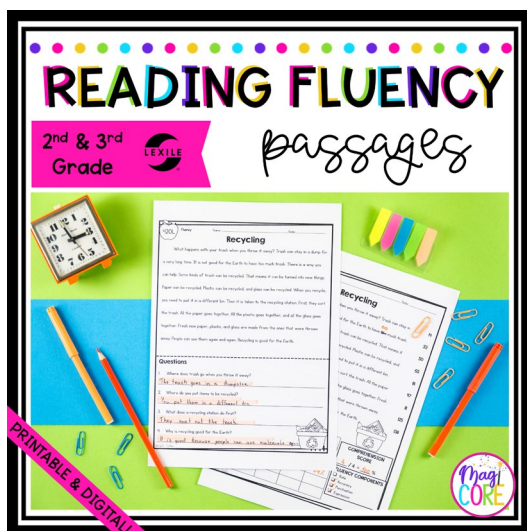


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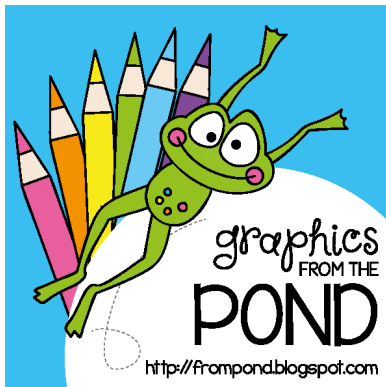
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